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THE RELATION OF THE COLLEGIATE SCHOOL OF BUSINESS TO THE SECONDARY-SCHOOL SYSTEM

The collegiate school of business has before it today at least four interacting problems of major importance. The first of these is that of determining its appropriate place in the American educational system; the second is concerned with the formulation of an appropriate business curriculum; the third has to do with what has been variously called practice, or clinical, or contact work for both instructors and students; the fourth is the problem of business research.

I hope that this paper has been formulated with an awareness of the gravity of these problems and of the fact that they are highly interdependent. The paper's scope is, however, of necessity narrow. It is confined to a discussion of only one corner of the problem first mentioned. In the interests of brevity it is presented as a series of propositions.

I

The social justification of business education lies in its contribution to increased productive capacity, using that term in its broadest sense. Productive capacity is promoted by competence in social relationships as truly as it is by technical competence.

The goal of business education is not that of enabling its recipients to make more money. True, training for business does mean increased earning capacity and beyond question individual earning capacity is a matter of great social significance. The justification of business education is, however, more deeply grounded. It rests fundamentally upon its contribution to the progress of our society through developing more competent business men, more competent not merely as technical workers in some specialized aspect of business activity, but also as the co-ordinating agents of our régime of individual exchange co-operation. Technical competence as a means of increased productive capacity is generally accepted as a proper goal of business education; it requires neither

explanation, comment, nor justification. Competence in social relationships, however, is on a different footing. It still requires, to many minds, explanation, if not justification.

Granting, then, the desirability of technical competence in the modern business man, let us look at that aspect of his task which is concerned with the co-ordination of the specialists of modern society. Ours is a society of specialists, and is, therefore, one of great productive possibilities, provided these specialists are effectively co-ordinated. But effective co-ordination is a tremendous task. It raises the whole problem of the appropriate apportionment of our social energy in the process of want-gratification, the whole problem of the guidance of economic activity. Our specialists, either through their own powers or because they command powers outside themselves, are our repositories of social energy. How much social energy shall be devoted to making producer's goods? How much to making consumer's goods? How much to developing instrumentalities of social control? How much to one particular industry as opposed to another? How much to one form of productive energy such as capital goods, as opposed to another form such as labor power? What is the most effective apportionment of productive energy within a single business unit? These questions hint at the range of problems involved in the co-ordination of the specialists of modern society. They point to the weighty social responsibilities assumed by the modern business man, who, operating in terms of such social phenomena as competition, private property, and the pecuniary organization of society, "by authority" regulates the apportionment of productive energy and the co-ordination of the specialists employed within a given business unit and "through exchange" is responsible for the initial steps involved in the co-ordination of a specialized unit with the rest of society. They show that increased productive capacity for the community as a whole presupposes something more than technical competence in business men.

With such serious social burdens resting upon the responsible organizers of modern business, it is at least an interesting fact that in the main these organizers, whether self-appointed or appointed by others, are appointed with a minimum of social supervision.

Speaking in general terms, anyone with sufficient command of social energy may appoint himself an organizer of production. Once appointed, his continuance in the task depends upon his business success or failure. Here society has a tremendous interest at stake. If the organizer is successful (and if we assume that his organizing acts are appropriately controlled by society), society gains in want-gratifying power by his success. If he fails, society loses, since productive energy has been misplaced or misdirected. Making allowance for the different conditions, much the same social situation obtains in the case of the organizer appointed by others. What a curious trial-and-error method of finding industrial leaders and of maintaining the co-operation of modern specialists!

Just in this field is to be found an important function of business education. In the past, we have had a negative attitude with respect to this whole matter of the individual becoming an organizer, and with respect to his continuance in the task. Perhaps we have not fully appreciated how large is the stake of society; perhaps we have been under the influence of our *laissez faire* antecedents. Whatever may be the explanation of our negative attitude of the past, there can be no question that it is being supplanted by a positive attitude for the future, and that the development of business education is one of the outstanding manifestations of that attitude. In the future, if business education rises to its responsibilities, the individual organizer will be able to approach his social task of co-ordinating modern specialists with greater awareness of the nature of his task and of the social responsibilities involved therein; with greater knowledge of difficulties, dangers, and paths to success, and accordingly with greater ability to perform his task of co-ordination with a minimum of social waste. Our research into business practices and processes, our inquiries into the characteristics of our modern complex life, our gropings for principles or laws which will explain the functioning of our complex economic and social institutions, are to be instruments of a positive attempt to give our organizers an equipment which will enable them more efficiently to assume the position of co-ordinators in our régime of exchange co-operation. Therein

rests a tremendous contribution to increased productive capacity and to social welfare.

Acceptance of this statement of the purposes of business education will carry with it acceptance of the proposition that business courses should, *inter alia*, seek to give an understanding of the functioning structure of modern industrial society. Doubtless there are many pedagogical devices which may be used to bring this to pass. One such device is to plan the curriculum on what may be termed a functional basis,¹ with the idea of having training in technical processes go hand in hand with training in broad business functions, and both of these with an understanding of outstanding features of industrial society. This may be done by analyzing the task of the manager into its functional aspects and then grouping technical material around these functions. Since the manager's task is conditioned by the fact that he operates in organized industrial society, such an analysis more or less automatically provides for the treatment of the outstanding features of that society. The manager's relation to his physical environment, to technology, to finance, to the market, to personnel, to risk and risk-bearing, to social control, and to administrative control can be used as a basis for a scheme of business training which will cover both the "external" and the "internal" aspects of business administration and will give the manager that awareness of the social significance of his task which our recent war experiences demonstrated to be so necessary and so sadly lacking.

II

While our colleges, both "liberal" and "professional," have not adequately met the need for courses which would make possible an understanding of our society and thus give competence in social relationships, the situation in our secondary schools has been particularly unsatisfactory. Let us examine first the "academic" or "general" course.

It is not necessary for our present purposes to cite any details of the admitted shortcomings of our colleges, of our collegiate

¹ See p. 170 ff. for a statement of a curriculum drawn from the functional point of view. This *detailed* statement was not included in the paper presented at the meeting of the association.

schools of business, and even of our graduate schools of social sciences in giving students any clear understanding of the structure and operations of our society. It will, however, give point to the later discussion if we see how completely our secondary schools, our "colleges for the common people," have failed—small blame to them—in this task.

At the risk of indulging in tiresome documentation, let us observe, in chronological order, the proposals made in the last generation by our various authoritative education agencies with respect to social-science training in our elementary and secondary schools.

Beginning with the report of the Madison Conference on History, Civil Government, and Political Economy made to the Committee of Ten on Secondary-School Studies of the National Education Association in 1892, and set forth by the Committee in 1893, we find this proposal:¹

Resolved, That the Conference adopt the following as the program for a proper historical course:

First year: Biography and mythology.

Second year: Biography and mythology.

Third year: American history; and elements of civil government.

Fourth year: Greek and Roman history, with their oriental connections.

(At this point the pupil would naturally enter the high school.)

Fifth year: French history (to be so taught as to elucidate the general movement of medieval and modern history).

Sixth year: English history (to be so taught as to elucidate the general movement of medieval and modern history).

Seventh year: American history.

Eighth year: A special period, studied in an intensive manner; and civil government.

Resolved, That civil government in the grammar schools should be taught by oral lessons, with the use of collateral textbooks, and in connection with United States history and local geography.

Resolved, That civil government in the high schools should be taught by using a textbook as a basis, with collateral reading and topical work, and observation and instruction in government of the city, or town, and state in which the pupils live, and with comparisons between American and foreign systems of government.

¹ The Conference also set up an alternative six-year course, which need not here be reproduced. See *United States Bureau of Education, Report of the Committee on Secondary-School Studies*, Washington, 1893, pp. 46-47 and 163-64.

Resolved, That no formal instruction in political economy be given in the secondary schools, but that, in connection particularly with United States history, civil government, and commercial geography, instruction be given in those economic topics, a knowledge of which is essential to the understanding of our economic life and development.

While the Committee of Ten did not have its recommendations follow precisely the report of the Conference, we may in some real sense regard the foregoing proposal as the Magna Carta of the social studies in our secondary schools. It speaks for itself. The other social sciences are definitely to be subordinated to history, and history is to be presented in a logical and chronological sequence. This arrangement, especially in view of the kind of history then available for presentation, boded ill for the student's appreciation of the society round about him.

In 1898 the Committee of Seven of the American Historical Association (appointed in 1896) made a report on *The Study of History in Schools*¹ which, while nominally confined to history and government, in practice involved the entire offerings in social science. While changes were made in the details of arrangement,² this Committee of Seven did not, upon the whole, go much beyond the Madison Conference in its position concerning the presentation of social sciences other than history. While conceding that "in any complete and thorough secondary course . . . there must be, probably, a separate study of civil government," they held that "a great deal of what is called civil government can best

¹ The Committee of Seven, *The Study of History in Schools, in 1898*. Report of the American Historical Association.

² One member of the committee presented a curriculum of historical study for the elementary grades. Biographies of great men were to occupy the third and fourth grades and this work was to be followed in the succeeding grades by (1) elementary ancient history, (2) medieval and modern history, (3) English history, (4) American history.

For the ordinary four-year high-school course, the findings of the committee were as follows:

As a thorough and systematic course of study, we recommend four years of work, beginning with ancient history and ending with American history. For these four years we propose the division of the general field into four blocks or periods, and recommend that they be studied in the order in which they are here set down, which in large measure accords with the natural order of events, and shows the sequence of historical facts:

1. Ancient history, with special reference to Greek and Roman history, but including also a short introductory study of the more ancient nations. This period should also embrace the early Middle Ages, and should close with the

be studied as a part of history," and while the student "should come to a realization of the nature of the problems of the industrial world about him" they did not think "that economic or social facts should be emphasized at the expense of governmental or political facts."

In 1908 the Committee of Five of the American Political Science Association (appointed 1904-5) brought in a report¹ on instruction in American government in secondary schools which looked definitely toward breaking the monopoly of history. This committee recommended "that the discussion of the simple and readily observable functions and organs of local government be introduced into all the grades beginning not later than the fifth," and that the eighth grade should see "more formal instruction in local, state, and national government, using an elementary text and some reference books . . . for one-half of the eighth year." In the high school "American government should follow upon the work in history and should be a required study at least five recitations per week for one-half of the fourth year, or three recitations per week for that entire year."

At the 1905 meeting of the American Historical Association a Committee of Eight was appointed to draw up a program of historical work for the elementary schools and to consider other closely allied topics. Their report (1908), taken in connection

establishment of the Holy Roman Empire (800), or with the death of Charlemagne (814), or with the treaty of Verdun (843).

2. Medieval and modern European history, from the close of the first period to the present time.

3. English history.

4. American history and civil government.

No one of these fields can be omitted without leaving serious lacunae in the pupil's knowledge of history. Each department has its special value and teaches its special lesson; above all, the study of the whole field gives a meaning to each portion that it cannot have by itself.

If only three years can be devoted to historical work, three of the periods outlined above may be chosen, and one omitted; such omission seems to us to be better than any condensation of the whole. But if any teacher desires to compress two of the periods into a single year's work, one of the following plans may be wisely adopted: (1) Combine English and American history in such a manner that the more important principles wrought out in English history, and the main facts of English expansion, will be taught in connection with American colonial and later political history. (2) Treat English history in such a way as to include the most important elements of medieval and modern European history.

¹ Summarized in *The Teaching of Government*, p. 23, Macmillan (1916).

with the work of the Committee of Five of the American Historical Association (appointed 1907 and reporting in 1910), marks no fundamental change in the attitude of the historians, although it does display willingness to admit more civics to the curriculum, to put more emphasis on modern history, and to modify the content of the historical courses.¹

At its meeting in December, 1911, the American Political Science Association appointed a Committee of Seven "to consider

¹ Significant passages from the report of the Committee of Eight (Scribner, 1909), are as follows:

The object of a course in history for the first two grades is to give the child an impression of primitive life and an appreciation of the public holidays. Indian life affords the best example of primitive customs.

In the third grade the child is able to read understandingly, and should be supplied with stories that tend to develop a historical sense. The heroism of the world is drawn upon. Public holidays should, however, receive the greatest consideration from the teacher.

The fourth grade should deal with historical scenes and persons in American history. This should be carried on through the fifth grade with constant correlation of geography, of literature, and picture study.

For the sixth grade, groups of topics should be presented (though not as organized history) on those features of ancient and medieval life which explain either important elements of our civilization, or which show how the movement for discovery and colonization originated.

In the seventh grade there should be taken up the settlement and growth of the colonies, with enough of the European background to explain events in America having their causes in England or Europe. The American Revolution should also be considered in this grade.

The subject-matter for the eighth grade would include the inauguration of the new government, the political, industrial, and social development of the United States, westward expansion, and the growth of the great rival states of Europe.

Elementary civics should permeate the entire school life of the child. Civics and history should, so far as possible, be taught as allied subjects with the emphasis at one time upon history, and at another time upon present civics. In the later grades the instruction in civics should be fairly definite and formal. The time to be given it should be at least twenty minutes a week for a half-year in grades five and six; forty minutes in grade seven, and sixty minutes in grade eight.

The blocks of study proposed by the Committee of Five for the secondary schools ran thus (see 1910 Report of American Historical Association, p. 239):

1. Ancient history to 800 A.D. or thereabouts, the events of the last five hundred years to be passed over rapidly.

2. English history, beginning with a brief statement of England's connection with the ancient world. The work should trace the main line of English development to about 1760, include as far as is possible or convenient the chief facts of general European history, especially before the seventeenth century, and give something of the colonial history of America.

3. Modern European history, including such introductory matter concerning later medieval institutions and the beginnings of the modern age as seems wise or desirable, and giving a suitable treatment of English history from 1760.

4. American history and government, arranged on such a basis that some time may be secured for the separate study of government. We propose a possible division of the year which would allow two-fifths of the time for such separate and distinct treatment.

the methods of teaching and studying government now pursued in the American schools, colleges, and universities, and to suggest means of enlarging and improving such instruction." The inquiry was extended to elementary and secondary schools and reports were made 1913-15, a general statement being available as a Macmillan publication (1916), *The Teaching of Government*. The report (which, by the way, recognized the administrative reorganization which was taking place in our school system through the establishment of junior and senior high schools) advocated the presentation in the first three or four grades of the elementary school of "some of the fundamental civic virtues as applied to the home, the school, and the neighborhood"; in grades four to six "more specific instruction as to local affairs, with emphasis upon some of the functions which government performs"; in the junior high school more definite instruction, using a text, with "emphasis still upon functions but with some attention to the machinery of government—local, state, and national"; in the senior high school, "a year of social science (exclusive of history) should be given, of which at least a half-year shall be devoted to the study of government, and four or five hours per week should be given to this subject."

Meanwhile the community civics movement had been developing. Experimental work had been carried on in many quarters and in 1916 the Subcommittee on Social Studies in Secondary Education made the following report (see *Bulletin 28*, 1916, Bureau of Education) to the Commission on the Reorganization of Secondary Education of the National Education Association:

Assuming that provision has been made for the social aspect of education in Grades I-VI of the elementary school, the following general plan of social studies is proposed for the years VII-XII:

JUNIOR CYCLE (YEARS VII-IX)

(Geography, European history, American history, civics)

Geography, history, and civics are the social studies that find a proper place in the seventh, eighth, and ninth years. The geography should be closely correlated with the history and civics, and should be thoroughly socialized. The history should include European as well as American history.

The civics should be of the "community civics" type.¹ In addition, it is desirable to emphasize the social aspects of other studies such as hygiene or other science, and even arithmetic.

The following alternative plans are suggested; it is not intended, however, to preclude the possibility of other adjustments that local conditions may require:

Seventh year: (1) geography—one-half year; European history—one-half year (these two courses may be taught in sequence or parallel through the year); civics—taught as a phase of the above and of other subjects, or segregated in one or two periods of a week, or both. Or (2) European history—one year; geography—taught incidentally to, and as a factor in, the history; civics—taught as a phase of the above and of other subjects, or segregated in one or two periods a week, or both.

Eighth year: American history—one-half year; civics—one-half year (these two courses may be taught in sequence or parallel through the year); geography—taught incidentally to, and as a factor in, the above subjects.

Ninth year: (1) civics, continuing the civics of the preceding year, but with more emphasis upon state, national, and world aspects—one-half year; civics, economic and vocational aspects—one-half year; history (much use made of history in relation to the topics of the above courses). Or (2) civics—economic and vocational; economic history (these two courses for one year, in sequence or parallel).

¹ The subcommittee has given us a rather full explanation of the aim and content of community civics, as follows:

This aim is analyzed as follows: To accomplish its part in training for citizenship, community civics should aim primarily to lead the pupil (1) to see the importance and significance of the elements of community welfare in their relations to himself and to the communities of which he is a member; (2) to know the social agencies, governmental and voluntary, that exist to secure these elements of community welfare; (3) to recognize his civic obligations, present and future, and to respond to them by appropriate action.

A characteristic feature of community civics is that it focuses attention upon the "elements of community welfare" rather than upon the machinery of government. The latter is discussed only in the light of a prior study of the "elements of welfare," and in relation to them. The "elements of welfare" afford the organizing principle for this new type of civics.

It is suggested that the following elements of welfare be studied as topics: (1) health; (2) protection of life and property; (3) recreation; (4) education; (5) civic beauty; (6) wealth; (7) communication; (8) transportation; (9) migration; (10) charities; (11) correction. In addition, the course may well include the following topics dealing with the mechanism of community agencies: (12) how governmental agencies are conducted; (13) how governmental agencies are financed; (14) how voluntary agencies are conducted and financed.

SENIOR CYCLE (YEARS X-XII)

(European history, American history, problems of democracy—social, economic, and political)

The committee recommends as appropriate to the last three years of the secondary school the following courses:

1. European history to approximately the end of the seventeenth century—one year. This would include ancient and oriental civilization, English history to the end of the period mentioned, and the period of American exploration.
2. European history (including English history) since approximately the end of the seventeenth century—one (or one-half) year.
3. American history since the seventeenth century—one (or one-half) year.
4. Problems of American democracy—one (or one-half) year.

Moved in part by the rising tide of community civics and the report cited above, the American Historical Association appointed a Committee on History and Education for Citizenship which is now publishing its preliminary work and is to make a final report in December, 1919.¹ The preliminary report blocks out four units, of which two are in grades one to six, one is in the junior high school, and one in the senior high school. The first unit is for the second grade and is called "The Making of the Community." It is apparently primarily a study of Indian life and the changes wrought by the white man. The second unit deals with "The Making of the United States" and runs as follows: third grade, "How Europeans Found Our Continent and What They Did with It"; fourth grade, "How Englishmen Became Americans, 1607-1783"; fifth grade, "The United States, 1783-1877"; sixth grade, "The United States since 1877" (half-year), and "How We Are Governed" (half-year).

The work for the secondary schools is blocked out as follows (using in the main the phraseology of the report):

THE JUNIOR HIGH SCHOOL, GRADES 7-9

"American History in Its World-Setting." This will constitute a third unit. This work is designed for the seventh, eighth, and ninth grades, and is divided as follows:

Seventh grade: The world before 1607, and the beginnings of American history, including the building of the Spanish Empire in the New World, the basis of the present group of Latin American Republics.

¹ At the December, 1919, meeting, action on the report of the committee was deferred for a year.

Eighth grade: The world since 1607 viewed in relation to the evolution and expanding world-influence of the United States. Treatment is to take account of the civic problems but to emphasize specially the economic and social features of our history up to recent times.

Ninth grade: Community and national activities. This course combines recent economic and social history with commercial geography and civics. For those pupils of the ninth grade who expect to complete the senior high school, the committee recommends as an alternative to the above a course in the progress of civilization from earliest times to about 1650.

SENIOR HIGH SCHOOL, GRADES 10-12

"The Modern World." This fourth unit will consist of the following year courses:

Tenth grade: Progress toward world democracy, 1650 to the present. This will be a study mainly of European history, but with some attention also to the rest of the non-American world. The emphasis will be upon political movements and political reorganizations. But the explanations of these will be sought in economic changes, in inventions, discoveries, and social regroupings, as well as in the leadership of great personages and the influence of critical or constructive ideas.

Eleventh grade: The above course will form the background for a study, in the same spirit, of the United States history during the national period, with emphasis on lists of topics to be selected for special treatment, and with critical comparisons with institutions and with tendencies in other countries.

Twelfth grade: Social, economic, and political principles and problems.

A review of these pronouncements during the past generation by the leading organizations concerned with the presentation of social studies in our secondary schools of the academic type justifies the following comments:

a) The grip of history is strong. In the main, it seems to have been assumed that historical study should be the chief instrumentality for giving our younger students an understanding of the structure of the present-day society.

b) This attitude has been challenged to some extent in recent years by the American Political Science Association and particularly by the community civics movement—so effectively challenged, indeed, that the historians themselves show signs that they appreciate that the monopoly of history in secondary social studies is to be broken and that the history which remains in the curriculum is to be more definitely pointed toward understanding the society of today.

c) The report of the Subcommittee on Social Studies in Secondary Education is likely to be best received as a plan for acquainting the student with the various aspects of the society in which he lives. But even that report blocks out a plan which is entirely inadequate. Notwithstanding its emphasis upon "community," "economic," and "vocational" civics, sufficient attention is not given to the economic aspects of modern society. The document shows the influence of the historian, the political scientist, and the sociologist, rather than the economist. Notice particularly the pathetic senior-high-school program. The senior-high-school curriculum should bring to ripeness and maturity the earlier work. Notice also the haphazard and inadequate presentation of economic interests in the content of community civics. There is a good selection of scattered topics but the student can scarcely secure a rounded, balanced view of our modern society.

The question may arise, however, whether the actual practice in our schools may not be better than the formal pronouncements of our educational organizations. Not at all. On a priori grounds it should be expected that these pronouncements would be in advance of the practices, and the expectation is fully justified by the facts. Here and there some progressive community or progressive teacher has tried bits of promising experimentation, but the situation as a whole shows that the presentation of social studies is roughly along the lines of the earlier reports of the committees of the American Historical Association. The outstanding difference is that instead of history securing four years of the high-school student's time, as the historians originally desired, the pressure of other subjects in the curriculum has reduced the average to something over two years. To some extent economics and civics have gained through history's loss, but in the main that loss has been a loss for social science in general. The truth of the matter is that history has not been able to command the respect and approval of the secondary-school constituency as an effective instrument for explaining the society in which we live, and the other social sciences have not met the crisis precipitated by the failure of history.

The table¹ on page 150 depicts the situation as it was in 1914.

¹ Inglis, *Principles of Secondary Education*, p. 541.

NUMBER OF SCHOOLS OFFERING REQUIRED AND ELECTIVE HISTORY OF VARIOUS KINDS IN EACH
HIGH-SCHOOL GRADE

SUBJECT	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR		FIRST TO FOURTH YEAR		GRAND TOTAL
	Req.	Elec.	Req.	Elec.	Req.	Elec.	Req.	Elec.	Req.	Elec.	
Ancient history.....	2,049	1,324	1,588	874	158	123	29	26	3,494	2,347	6,141
Medieval and modern European history.....	195	97	1,818	1,401	1,000	1,959	70	105	3,083	2,662	5,745
English history.....	337	191	332	358	1,157	1,749	133	268	1,959	2,666	4,625
American history.....	121	58	114	51	730	360	3,376	1,391	4,341	1,860	6,201
Industrial history.....	22	77	23	103	30	138	36	202	113	520	633
Civics.....	589	242	230	139	641	405	2,397	1,573	3,857	2,419	6,276
Economics.....	11	11	37	60	140	469	310	1,026	498	1,566	2,064
General history.....	48	9	179	17	45	12	7	9	279	47	326
Totals.....	3,372	2,009	4,291	3,003	3,901	4,375	6,360	4,600	17,924	14,087	32,011

Number of schools reporting, 7,197

Average number of courses required, 2.5

Average number of courses elective, 2+

Number of schools requiring all history offered, 2,172

Number of schools offering only elective history, 963

Number of schools offering no history, 10

III

Our secondary courses in business education have, except for those of a handful of high schools of commerce, failed utterly to give the student an appreciation of the functioning structure of modern society.

If the curriculum of social studies in our academic secondary schools has been meager and ill formed, the situation has been much worse in the case of our business or commercial education below collegiate grade—with the honorable exception of the work done by a few scattered high schools of commerce. The reasons for this inadequate presentation of social studies are not far to seek.

With the rapid expansion of the size of the business unit and of the area of the market which followed the introduction of power-driven machinery, there came naturally a stimulation of interest in certain computing and communicating aids of business administration. The need for training in these fields was not met by our public-school system, partly because effective organization of this system dates only from the 1840's, partly because the period of schooling was in itself inadequate. The fact that the total number of days' schooling for the average American citizen who lived in 1800 was 82 and for the one who lived in 1840 was 208 tells much with respect to the origin of the so-called business college in a time when even ability to read was more or less of a luxury.¹

For various reasons, then, there sprang up in the first half of the nineteenth century the private institutions now commonly called "business colleges" that devoted themselves to short, intensive instruction in penmanship, keeping of books, stenography, and (later) typewriting. These institutions met a very real need; they prospered tremendously; their students were provided with an equipment which enabled them to "break into" the business world, and, under the conditions of those days, frequently to rise to positions of responsible management. Social studies bothered the heads neither of the instructors nor of the students. Upon the

¹ Similarly, the fact that the average citizen today receives about 1,200 days of schooling tells much with respect to the possibility of enriching the curriculum.

one hand, the social aspects of business activities did not seem so significant as they do today; upon the other hand, very little indeed existed in the way of organized material in that field.

After the Civil War came a tremendous expansion in many fields of study. A bit later came a great development of high schools—a development which is indicated by the presence of 300,000 pupils in 1890 and 1,500,000 in 1916. It is not surprising that the taxpayers who supported these secondary schools came to feel that the work of the private business college should be performed by the public schools. It is still less surprising that (1) in the absence of any effectively organized material in social studies outside the field of history, (2) in the lack of any very definite connection between historical study and the technique of business operations, (3) in the presence of what was apparently a remarkable success of the private business college, (4) in default of any effective leadership from any higher system of business education, our public-school system swallowed—bait, hook, sinker, and line—the program of the private business college. Even more. Through the necessities of the case the secondary-school system borrowed its teachers from the private business college.

Extended discussion of the developments in this field is entirely unnecessary. The facts are painfully familiar to all. It is worth while, however, to document the discussion by quoting from a 1916 report of the University of the State of New York two typical (the word is that of the author of the report) commercial courses. One (that of the Albany High School) is representative of the commercial courses of the larger cities. The other is typical of the courses of the smaller high schools. The courses marked with the asterisk include all which can be regarded as even remotely contributing to a knowledge of the functioning structure of modern industrial society.

COMMERCIAL COURSES—ALBANY HIGH SCHOOL

FIRST YEAR

Required

	Hours per Week
English	4
Spelling	1
Commercial arithmetic	2½
*Commercial geography	2½
Elementary bookkeeping	3
Business writing	2
Biology	5
Drawing	2
Music	1
Physical training	1

SECOND YEAR

Required

COMMERCIAL DIVISION:

SECRETARIAL DIVISION:

Hours per Week	Hours per Week
English 2	English 3
Typewriting 5	Typewriting 5
Advanced bookkeeping 5	Stenography 5
Drawing 2	Music 1
Music 1	Drawing 2
Physical training 1	Physical training 1

Elective

Stenography 5	Advanced bookkeeping 5
Foreign language 5	Foreign language 5
Physical geography 5	Physical geography 5

THIRD YEAR

Required

COMMERCIAL DIVISION:

SECRETARIAL DIVISION:

Hours per Week	Hours per Week
English 3	English 3
Algebra 5	Algebra 5
*History of commerce 3	*History of commerce 3
Elements of accounting 3	Stenography 2 5
Business mathematics 3	Manual training or domestic science 1
Manual training or domestic science 1	

Elective

Stenography 1 or 2	5	Foreign language	5
Foreign language	5	Plane geometry	5
Plane geometry	5	Science	5
Science	5		

FOURTH YEAR

Required

COMMERCIAL DIVISION:

SECRETARIAL DIVISION:

Hours per Week		Hours per Week	
English	3	English	3
*American history	5	*American history	5
*Commercial law	3	*Commercial law	3
*Economics	2	Secretarial practice	3
*Business organization	3		

Elective

Foreign language	5	*Economics	2
Science	5	*Business organization	3
		Foreign language	5
		Science	5

TYPICAL COMMERCIAL COURSE IN THE SMALLER HIGH SCHOOLS OF NEW YORK STATE

FIRST YEAR

SECOND YEAR

Hours per Week		Hours per Week	
English	4	English	3
Algebra	5	Commercial arithmetic	2½
Biology	5	*Commercial geography	2½
Elementary bookkeeping	3	Typewriting	2½
Business writing	2	Electives ¹	7½

THIRD YEAR

FOURTH YEAR

English	3	Commercial English and corre- spondence	3
*English or modern history	3	*American history with civics	5
Advanced bookkeeping ²	5	*Commercial law ²	2½
Electives ³	7½	*Economics ²	2
		Shorthand ⁴	5
		Electives	5

¹ If a foreign language is elected in the second year, it should be continued for three years.

² Optional for pupils electing shorthand.

³ Shorthand 1 is included among electives for the third year.

⁴ Required for pupils electing Shorthand 1 in third year.

These typical New York commercial courses, with their pitiful offerings of coherent instruction in the structure and functioning of our society, and with what they do offer coming mainly in their fourth year when they have lost perhaps two-thirds of the students who entered as Freshmen, are quite up to the standard of the country as a whole. A colleague of mine¹ sent a questionnaire to every high school listed as having over two hundred pupils in commercial courses, and to a selected group of high schools having 150 to 200 such students. This investigation, made in 1917, establishes conclusively "that the high-school four-year commercial course is still dominated by heredity. It is still in the grip of its inheritance from the business colleges from which it so largely sprang." In the curricula of the "short courses [which were offered by 41 per cent of the schools reporting to this investigator] stenography, typewriting, and bookkeeping predominate. English, sometimes business English, penmanship, commercial arithmetic, and an elementary science are not infrequently included. Typically, however, the curricula are *prima facie* clerk mills, masquerading under the deluding name of commercial courses."

Even yet the full story has not been told. Recently there has been brought into existence, by federal legislation, a powerful instrumentality which apparently plans to throw its weight against an adequate presentation of the social aspects of business activity. This Federal Board for Vocational Education has commercial education among its other responsibilities, and for all its responsibilities it has available \$7,000,000 a year which will presumably be duplicated by other contributions from the states. The power of such an agency will be very great, not only because of its strategic position as the national agency responsible for such work, but also because of the power of the purse. While its entire purse is by no means available for commercial education, *the total is available for the support of the ideas for which the board stands sponsor in vocational education*, and must therefore be reckoned with, for purposes of the present discussion. In its *Bulletin 34* issued in June, 1919, this agency, recognizing the oncoming reorganization in the

¹See Leverett S. Lyon, *A Survey of Commercial Education in the Public High Schools of the United States*, Department of Education, University of Chicago (1919).

administrative aspects of elementary- and secondary-school education, set forth the following as its analysis of the appropriate secondary-school business course. The asterisk again indicates all courses even remotely contributing to a knowledge of social relationships.

JUNIOR-HIGH-SCHOOL COMMERCIAL COURSE

SEVENTH YEAR

	Periods
English	5
Arithmetic, including rapid calculation	4
Business writing (20 minutes daily).	
Geography, largely place geography with commercial applications . .	5
*History, commercial and industrial	5
Physical training	2
Physiology and hygiene	1
Manual training (boys)	4
Household arts (girls)	4

EIGHTH YEAR

English	5
Business arithmetic, including rapid calculation (20 minutes daily) .	} 5
Business writing (20 minutes daily)	
*Commercial geography, elementary character	5
*History and citizenship	3
Typewriting	5
First lessons in business	5
Manual training (boys)	4
Domestic arts (girls)	4
Physical training	2

NINTH YEAR

(or first year of four-year high school)

English, special emphasis on commercial needs	5
Bookkeeping, business practice, and business writing:	
With home work	5
Without home work	10
Typewriting (no home work)	5
General science	5
Commercial mathematics (no home work)	5
Physical training	2

SENIOR-HIGH-SCHOOL COMMERCIAL COURSE

TENTH YEAR

(or second year of a four-year high school)

Required

	Hours per Week
English	5
*Commercial geography (including physical geography, local industries, and commercial products)	5
Commercial II (intermediate bookkeeping and business practice)	5

Electives (choose one)

Shorthand	5
Foreign language (preferably Spanish)	5
*History	5
Typewriting (must be taken if shorthand is elected. May be taken as an extra subject without shorthand; unprepared)	5

ELEVENTH YEAR¹

(or third year of a four-year high school)

Required

English	5
Physics or chemistry	7
Office practice	3
Advanced bookkeeping	5

Electives (choose one)

Foreign language	5
*History	5

TWELFTH YEAR¹

(or fourth year of a four-year high school)

Required

Commercial English (including business correspondence, public speaking, sales talk, etc.)	5
*Advanced American history with civics	5
*Commercial law (first semester)	5
*Economics (second semester)	
Advertising, salesmanship, and business organization	5
Principles of accounting	5
Experience in business offices alternate weeks this year.	

¹ For the eleventh and twelfth years only the program advocated for the general business and accounting course is here reproduced. Corresponding curricula are suggested by the board for stenographic, secretarial, and reporting work; for retail selling; and for foreign trade and shipping.

This statement speaks for itself. It has been drawn with the idea of having the whole curriculum divided into year units and then presenting in each year material which will prepare the boys and girls who drop out at the end of that year for the positions open to young people of that age. The idea is admirable, but its execution is not so praiseworthy. The execution reveals too clearly an inheritance from the days of the narrow technical training of the private business college. It exposes on the part of the sponsors unawareness of the significance of social relationships both in business activity and in the other aspects of the daily life of these young citizens. It indicates that the board has taken the easy path by grouping together certain material already in existence, with plans for developing further material not greatly different in type. It has not chosen to think through anew the whole problem of commercial education in terms of the great developments which have occurred in that field in the last ten or fifteen years.

In consequence, if the board has its way, perhaps one-fourth of our school children who work in the seventh grade and above will go out to be citizens in this democracy with the following required formal instruction in the rights, duties, and obligations of citizenship.

Seventh year:	Commercial and industrial history	5 hours
Eighth year:	History and citizenship	3 hours
Ninth year:	Nothing	
Tenth year:	Nothing	
Eleventh year:	Nothing	
Twelfth year:	Advanced American history, with civics	5 hours
	Economics and commercial law	5 hours

The outlook that makes such a program possible holds forth little hope that the situation will be saved by the technical subjects being impregnated with social material, or by a wise use of electives.

It is not a sufficient answer to this criticism to say that the important thing is for the boys and girls to be able to make a living and that therefore everything must yield to the presentation of technical subjects. Such an answer beclouds the whole issue. May it not be that the technical subjects can be even better presented in connection with a presentation of the outstanding aspects of business activity and of our industrial society? If this is not

possible, perhaps American democracy might better pay the price of assistance for longer continuance in school rather than pay the price of having masses of citizens unaware of how our society is put together. Even in the range of business activity, let us remember that productive capacity depends upon our business men having competence in social relationships as well as in technical matters. The program of the board savors too much of a plan for an educational system devoted primarily to the production of clerical help.

Let us not deceive ourselves concerning the importance of this matter. We must recognize that, for better or for worse, the bulk of the training for business which will be done in this country in our generation will be done by the secondary schools. Notwithstanding the rapid growth of our institutions of higher education, it still remains true that for some time to come a relatively small proportion of our people will receive a college education, and that the secondary school is to remain the "college for the common man." Mr. F. V. Thompson, writing in the *Report of the Commissioner of Education for 1915*, points out that "commercial pupils constitute at least one-fourth of all high-school pupils, ten times as many as there are agricultural students, five times as many as there are students of domestic arts, and nearly twice as many as are found in all our higher educational institutions," and these figures do not include "perhaps one hundred thousand who were not tabulated in the returns to the Commissioner of Education."

Even if we were not facing a reorganization of our elementary- and secondary-school systems, surely few of us would rest content with a scheme of secondary business education which trains primarily in clerical technique. As a social investment, we cannot afford to have the training so narrow. We must have a system of training which will give our future managers a real appreciation of the social environment in which they will operate, and an understanding of business from the functional point of view.

This attitude is the more incumbent upon us in view of the educational reorganization which we face. If the seventh and eighth grades are to be taken away from the elementary school and given

over to the junior high school, surely these years must in a democracy be saved for better training in social studies, and not devoted to an earlier beginning of specialization for which the child is fitted neither in terms of his mental development, nor in terms of his understanding of the society in which his specialization is to occur. This would be our attitude, no matter what professional interest we represented. Much more must it be our attitude when we represent a professional interest which regards it essential that our students should secure an understanding of the functioning structure of our society.

IV

The administrative reorganization of the elementary- and secondary-school systems has a significant bearing upon secondary social-science studies in relationship both to general education and to business education. It raises also problems of correlation of the secondary-school system with collegiate and professional school work.

Enough has been said to make it reasonably clear, *first*, that the situation with respect to social studies is far from satisfactory in our educational institutions, *second*, that the whole matter is now under serious consideration and that modifications are practically certain to occur. But it is not merely the social studies which are in the melting-pot. Other studies are there also. There also will be found the whole scheme of organization of our American educational systems.

This is not an appropriate occasion for a review of the history of our educational system. For a variety of causes that system has taken a form which may be described as an end-to-end joining of an eight-year elementary school, a four-year secondary school, a four-year college course (frequently shortened when taken in connection with a professional course), and the professional school. For a variety of reasons this organization is under criticism, and has indeed been under criticism from the time of President Eliot's attacks upon it in the late eighties and early nineties. The outstanding aspects of that criticism for our purposes are these:

a) With the lengthening of the average period of school attendance per year, a six-year elementary course is sufficient. Its

continuation as an eight-year program has meant an undue and ineffective inflation of the elementary subjects in order to occupy the time available. The result has been formalistic presentation of subjects, wasted time in the educational process, intellectual nausea on the part of its recipients, and wholesale desertion by the students in later years over and above any amounts justified by the economic situation of the families concerned. As has been pointed out by the Commission of the Reorganization of Secondary Education, "At present only about one-third of the pupils who enter the first year of the elementary school reach the four-year high school, and only about one in nine is graduated. Of those who enter the seventh school year, only one-half to two-thirds reach the first year of the four-year high school. Of those who enter the four-year high school, about one-third leave before the beginning of the second year, about one-half are gone before the beginning of the third year, and fewer than one-third are graduated. These facts can no longer be safely ignored."¹

b) With the increasing complexity of our social organization, the increasing range of our intellectual pursuits, and the increasing intensity of modern life, the high schools—those colleges of the common people—have looked with longing eyes upon the seventh and eighth grades which are largely wasted under our present system, and in some cases have covered the first two years of college work.² The pressure of the high-school curriculum upon the time available in the ordinary four-year course is shown by the fact that the *average* high school in the territory of the North Central Association offers more than twice as many units of work as are required for graduation, and the larger schools offer from three to four times as many. School administrators, laboring under such pressure, are not likely to be patient with wasted opportunities in the earlier grades.

c) It is contended that an arrangement of work which terminated the elementary school at the end of six years, and followed

¹ The percentages of the whole number of students enrolled in each grade of our educational system run as follows: elementary, 91.03 per cent; secondary, 7.13 per cent; higher, 1.84 per cent.

² The junior-college movement is a far more significant aspect of the general problem under discussion in this paper than this brief mention would indicate.

that by a three-year junior high school, and then set up a three-year senior high school, would be more in accord with the psychological development of the child than is the present arrangement. While this is disputed territory, the Commission on the Reorganization of Secondary Education appointed by the National Education Association after a thorough investigation of the whole situation, definitely recommends the reorganization of the school system on the 6-3-3 basis.

d) The present arrangement is particularly under fire from the professional schools. They contend that both from the point of view of the welfare of the individual and from the point of view of society's interest in the case people should begin their professional training at least two years earlier. In some cases this elimination of the two years has taken the form of elimination by the ax.¹ It is today quite a common occurrence for the professional school to reach back to the end of the Sophomore year in college without any particular reference to the training that has occurred up to that time, except for a few specific requirements. If this reaching back is to occur—and it clearly is—it is much better to have it occur on the basis of a reorganization of the preceding work on sound educational principles, rather than on the basis of the weight and keenness of the ax.

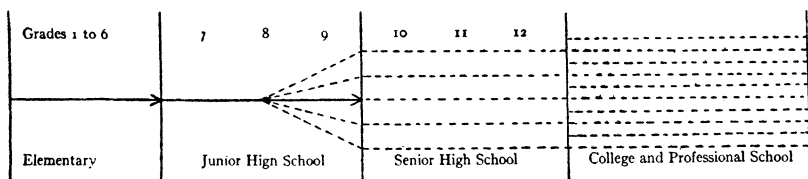
e) European experience is also cited in criticism of our old scheme of organization. This requires no comment. It is true that our system stands alone.

As has been intimated, the first clear plea for a comprehensive reorganization was voiced by President Eliot in the late eighties and early nineties. Within the last ten years the movement has been given great impetus. In the form of the so-called 6-3-3 or 6-6 arrangement, it has been definitely recommended by the

¹ From one point of view, this is hardly a fair statement of the case. Frequently what has happened is that two years of college work have been made a prerequisite where formerly only high-school graduation was required. The statement as it stands is, however, worth retaining if it aids in making it clear that the professional schools are, in the main, of the opinion that our educational system must be reorganized so as to have a thorough general education completed by what is now called the end of the Sophomore year in college, and that they will co-operate heartily in no other program.

Commission of the National Education Association. It has been more or less assumed by the various educational committees which have reported in recent years; it is actually occurring with considerable rapidity in our various communities. In 1913, 13 per cent of the high schools of the North Central Association territory had taken on junior high schools; today over 25 per cent have assumed this form; and competent observers predict that the majority of the secondary schools of the country will be organized on this basis in five more years.

True, in many cases this reorganization has been a mere administrative form, but this is not of the essence of the case. Properly understood, this so-called 6-3-3 or 6-6 arrangement or any other comparable plan means far more than the administrative device of taking two years away from one organization and bestowing them upon another. It contemplates the entire reorganization of the curriculum to the end that without loss of training (its advocates claim there will be a gain) two years of time may be saved and students may be carried by the end of the twelfth grade to approximately the position now reached by the end of the Sophomore year in college.¹



Clearly enough, the movement is on and is on vigorously. So far as I can now see, the educational system which will result may be crudely represented by the above diagram. A fairly coherent and unified system of training in fundamental processes in the elementary schools will be followed by the junior high school, in which it is at least desirable that the basic consideration shall be training in citizenship, with the beginnings of specialization occurring only in the later stages of that school. This will be followed

¹ Preliminary experiments have already been conducted in this field with the result of saving one year of time, and experiments are well under way to bring about the saving of another year.

by the senior high school in which, parallel with the college-preparatory course so called, will certainly go over very considerable ranges of vocational training. The college and the professional school will receive the graduates of the senior high school, who will bring an equipment comparable with that possessed by the present Junior in college, if the reorganization works out successfully.

The bearing of all this upon collegiate and professional school curricula is so obvious that he who runs may read. The rapid development of our high schools, the growing insistence upon the completion of at least a high-school education, the recognition of the fact that our high schools must prepare their pupils for life, with very little emphasis upon college requirements, make it quite clear that the college of the future must more and more accept the responsibility of providing suitable continuation work for these high-school graduates. Some of us in endowed institutions or in certain parts of the country may avoid this situation for a time, but in the main we shall have to take the raw material which comes to us, and do what we can with it.

Apparently the time is upon us in which we must choose between two courses of action: (*a*) that of making our contribution to the reorganization of our educational system (note that I do not say that of *guiding* this reorganization) to the end that all parts of the system may work co-operatively in the solution of common problems; or (*b*) that of standing aside and letting matters take their own course, with the possible result that after a period of sterile sulking we shall perforce adjust our colleges to a situation which has crystallized in undesirable form.

The situation is particularly acute for social studies. It happens that, partly because of forces operating before the outbreak of the Great War, partly because of the increased recognition of the importance of social matters as a result of the happenings of that war, this educational reorganization has gone hand in hand with a movement for increasing attention to all subjects which contribute to a better understanding of society. The statement of the Commission on the Reorganization of Secondary Education, which sets forth its conception of the main objectives of education

as (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, and (7) ethical character, is a challenge to the social sciences to step into their proper place in our educational system.

V

The collegiate school of business is in a position to make a substantial contribution to the social studies which are to receive emphasis in the new educational system.

I have always felt that collegiate business education could make—is making—very real contributions to our organized social-science knowledge. In this present discussion, such a position requires neither elaboration nor defense. It explains why it seems to me to be nothing less than a duty for us (1) to present in some organized way our point of view concerning an appropriate educational system, and (2) to make available for use in that system our bodies of organized material. Stated another way, I covet for our collegiate schools of business the opportunity for service involved in participation in this new educational enterprise which has for its goal the elimination of two years of wasted time; better training for the masses of our citizens to assume the responsibilities of democracy; and more orderly knitting together of the different steps in our educational system.

Some ways in which we may serve are not far to seek. Granted that we are ourselves in an attitude of co-operation, every collegiate school of business will find many opportunities to carry that co-operation into effect. The following list represents the more obvious of the opportunities before each institution:

a) We should not neglect the contribution which comes from mere discussion and the spread of information and of points of view. A faculty which develops an awareness of the character of the problem which is upon us, and a willingness to play its part in the drama, has a thousand opportunities, in the classroom and outside it, to exercise responsible leadership.

b) We may well give careful attention to our collegiate school of business entrance requirements, planning them so as to stimulate development in socially defensible channels. The influence of a

system of entrance requirements which does not indulge in mulish opposition to a movement that is certainly fundamental in our educational system, but which looks toward co-operation in solving common problems, can hardly be overestimated. It breaks down at once the prejudices of both the secondary and the collegiate educator, and clears the way for constructive action.

c) In this connection we may well give much thought to our own collegiate curricula in business. He would be either a very wise or a very foolish person who would attempt to predict the precise form of these curricula after the reorganization in our educational system has occurred. (I venture to suggest that there is a basis for fruitful thinking upon this matter in connection with what I have called the "functional approach" to our business curriculum.)¹ For all I know, the time may not be far distant when the collegiate school of business, in at least our western states, may have to set its graduation requirements not so much in terms of a fixed residence requirement of four years as in terms of the student's acquirements from the time of the seventh grade. Certainly, the School of Commerce and Administration of the University of Chicago expects in the not distant future to receive students from the Chicago public-school system who have absolved part of the work of our first and second years. Certainly, also, all of us who work on the certification plan of admission are at this moment dealing with students who have had certified for collegiate admission work done in the eighth and even in the seventh grades. The foundations of the present organization are already shaking under our feet. We shall not be wise if we try arbitrarily to build a rigid collegiate curriculum upon this shaking foundation. We shall be wise to work co-operatively with the secondary schools in terms of both our entrance requirements and our graduation requirements.

d) We may undertake to make class material available along the lines of our thinking in some of the secondary-school experiments which are today being performed. These experimenters realize, as we must realize, that a mere *administrative* reorganization of the junior and senior high schools would be sterile in content. New material for class instruction must be made available and for this the collegiate faculties must assume some responsibility.

¹ See pp. 170 ff.

e) We may assume responsibility for the training of teachers of commercial subjects in the secondary schools, placing, I should hope, our emphasis upon the training of teachers competent to present the functional aspects of business education, rather than the technical aspects, and putting minor emphasis upon the training of teachers of shorthand, typewriting, business arithmetic, etc., who can certainly be provided in adequate numbers by other institutions.

Individual institutions will properly act in terms of their particular environments and in terms of their peculiar needs. The Association of Collegiate Schools of Business might wisely make a careful survey of the field as a whole, by the appointment of a commission¹ whose term shall run until its task is reasonably complete, to study and report upon the whole question of appropriate correlation of secondary and collegiate education, with particular reference to business education. A commission rather than a committee is suggested because it seems desirable to include representatives of other organizations, as well as members of our own Association. The purposes of the study and the report are in part that of sifting and making available information for our own use; in part that of making our point of view available for the consideration of those who will reach administrative decisions upon the points at issue. This commission could doubtless suggest appropriate further action upon the part of the Association.

The matter is the more urgent because, in the event of lack of action on our part, no other educational interest or organization will or can make *our* contribution available. It has certainly not been made by the American Historical Association, the Community Civics movement, the Federal Board for Vocational Education or the American Political Science Association. The American Economic Association is not moving in the matter at all² and the first action of the American Sociological Society will be taken this coming December (1919) in a committee report on sociology in the elementary and secondary schools. Quite aside from the willingness of any or all of these organizations to contribute to the reorganization which is upon us, and quite aside from a very sincere

¹ The Association of Collegiate Schools of Business appointed the commission here mentioned.

² The American Economic Association appointed a committee upon the teaching of economics in secondary schools at its December, 1919, meeting.

desire on our part that they should make their contribution, it is not boastful to say that we also have something to contribute, and it is not egotistical to say that no other organization can represent us adequately.

In connection with the project of making material available for class use in the reorganized educational system, I should like to present for criticism and discussion an arrangement of the curriculum of the junior high school upon which a group¹ is already actively engaged. This group is working upon the curriculum of the junior high school, because it believes that the junior high school is the strategic point of attack. Here begins the real use of tools secured in the elementary school; here administrative flexibility is much greater than is true of the older and better-established units; here the mental development of the child is at a stage where interesting possibilities are open in the way of presentation of material; furthermore, the reorganization of the curriculum of the junior high school automatically forces a reorganization of the curriculum of the senior high school, and then of the college and graduate school—and all of this will inevitably have its reflex effect upon the curriculum of the elementary school.

Of course any curriculum for the junior high school must take account of the mental development of the child at that stage; must recognize the fact that a heavy percentage of children will never pass beyond that school, and accordingly a certain vocational foundation must be laid; must lay the foundation on which wise differentiation of curricula may be built for the senior high school and for the college. The group to which I have referred has these considerations in mind and is organizing its material accordingly. The significant point for our present purposes, however, is the fact that this junior-high-school curriculum is definitely and wholeheartedly a social-science curriculum. A social-science backbone runs through the entire three years and the other studies are articulated with this backbone. Specifically, this means that the content material in the other subjects is to be related to the social-science material of the appropriate grade. The best illustration of this arrangement is to be found in the reading and language work,

¹ The work referred to is a joint enterprise of the School of Education and the School of Commerce and Administration of the University of Chicago.

where the language drill and the reading drill will be primarily upon social-science material, rather than upon *belles lettres*, as such. If this process of articulation is borne in mind, the following tentative outline of a junior-high-school curriculum will probably be self-explanatory.

TENTATIVE OUTLINE OF JUNIOR HIGH-SCHOOL CURRICULUM

<i>Seventh Grade</i>	<i>Eighth Grade</i>	<i>Ninth Grade</i>
Social science	Social science	Social science
Geography	United States history	The Development of western civilization and its world-spread
		Chemistry (or individual efficiency)
Natural science	Physics	Mathematics
Mathematics	Mathematics	Reading and language (English)
Reading and language (English)	Reading and language (English)	
<i>Electives</i>	<i>Electives</i>	<i>Electives</i>
Foreign language	Foreign language	Foreign language
	Commercial	Music
		Commercial

This proposal goes far beyond any other of which I have information in its emphasis upon social studies. If it be granted that this emphasis is justifiable, great problems remain with respect to the appropriate content of this social-science work. It ought to have continuity and growth. It ought to be organized around factual material of fairly general interest. It ought to enable the student to see society in all its more important aspects. Tentatively, the group working on the subject is seeking its basic factual material in the functioning structure of our industrial society, though it by no means contemplates limiting its discussion of that material to business or economic considerations. The following statement of the content of this social-science backbone is presented with great misgiving because the terms used are so misleading. They have too much of the economic and business flavor, but they must serve until better ones have been found.

TENTATIVE STATEMENT OF CONTENT OF SOCIAL-SCIENCE WORK

Seventh Grade

Part 1: Simple industry and simple society

Part 2: Extractive industry—Nature's contribution

Part 3: Technological foundations of industry—the contribution of knowledge [Commercial geography, Parts 1, 2, 3]

Eighth Grade

Part 1: Modern manufacturing—surveying all society in the discussion

Part 2: Modern commerce—surveying all society in the discussion

Part 3: The emergence of modern industrialism (perhaps this should be covered in Parts 1 and 2)

[History, Parts 1, 2, 3—American citizenship, using United States history]

[Commercial, readily connected with vocational needs in view of the foregoing]

Ninth Grade

Part 1: Industrial society—systematic presentation, based on the foregoing

Part 2: Political society—systematic presentation, based on the foregoing

Part 3: Social control (perhaps this should be covered in Parts 1 and 2)

[History, Parts 1, 2, 3—the development of western civilization and its world-spread]

[Commercial, Parts 1, 2, 3—general survey of business practices and business administration worked out in light of the foregoing, or further treatment of commercial work in immediate connection with vocational needs]

VI

Co-ordination of the various elements of our educational system devoted to business training is readily possible.

A functional approach to business training makes it possible to set forth a balanced curriculum which reaches through the various stages of our American educational system from the beginning of the junior high school on. The requirements of such a curriculum ought (1) to encourage business training in terms of functions rather than in terms of miscellaneous "business subjects"; (2) to give unity to such training in the secondary and collegiate stages of our educational system; (3) to shorten the period of preparation for active participation in business without any diminution of training—with, indeed, improvement of training.

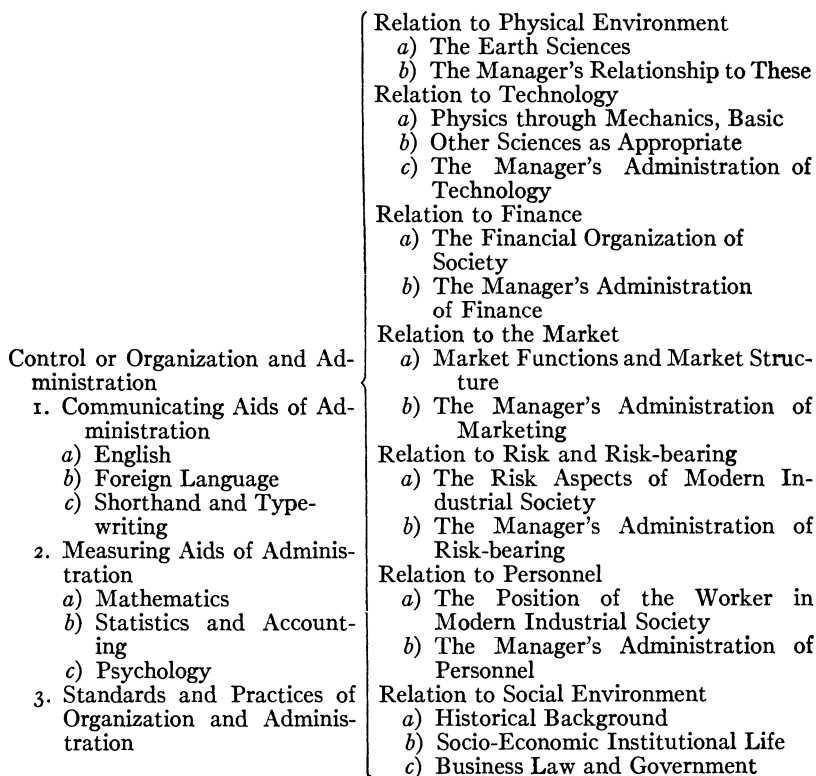
It is necessary to set forth briefly what is meant by the functional approach. It proceeds on the assumption that business education may wisely, first, inquire what are the outstanding functions or relationships of the modern responsible business manager, and second, proceed to organize training in preparation for those functions or relationships. On both these matters we are today in the stages of preliminary thinking, and the following is advanced as a working hypothesis.

It is believed that modern business activity (which directly and indirectly occupies a very large proportion of our human activity) may be regarded as being made up of the following out-

standing relationships, viewing the matter through the eyes of the responsible business manager:

1. The manager's relationship to his physical environment
2. The manager's relationship to technology
3. The manager's relationship to finance
4. The manager's relationship to the market
5. The manager's relationship to risk and risk-bearing
6. The manager's relationship to personnel
7. The manager's relationship to his social environment
8. The manager's relationship to organization and administration

If these relationships are grouped (1) to show the significance of the organizing and administrative activities of the modern responsible manager, and (2) to indicate appropriate fields of training, the following diagram results:



This diagram makes it possible to indicate with some clearness first in general terms and then in detail the requirements of a curriculum reaching from the beginning of the junior high school to the end of the college course. A proposed curriculum for the junior high school is sketched on page 169. The following applies to the senior high school and to the college. In the interests of brevity the curriculum set forth below is confined to the case of the student who goes on to college. Modifications would be necessary to fit the needs of those who enter vocations from the secondary school.

In general terms, these are the requirements:

1. A satisfactory minimum training in each of the functional fields mentioned.
2. Additional training in either of the following groups:
 - a) Three additional courses¹ in each of two functional fields.
 - b) Three additional courses in one functional field, and three courses in special application to particular kinds of businesses.
3. Practice, or contact work.
4. A graduation thesis on a subject which involves reaching out into all, or practically all, of the functional fields.

In terms of the foregoing general statement, the detailed statement of requirements runs as follows:

- I. Entrance requirements (applicable to the collegiate school of business) as follows:

A student must offer for admission 15 units of credit by examination or by certificate from an approved school from which he has been graduated with an average grade in academic subjects (English and groups 1-6; see next paragraph) higher than the passing mark of the school by at least 25 per cent of the difference between that mark and 100. Among these must be (a) 3 units of English, (b) a "principal group" of 3 or more units, and (c) a "secondary group" of 2 or more units. Of the 15 units, 7 must be selected from the subjects named in the groups designated below; 5 may be selected from any subjects for which credit toward grad-

¹ Course means here the equivalent of three hours for a semester.

uation is given by the approved school from which the student receives his diploma. [Note that these 5 units would provide part of the needed elasticity for the curricula of those who enter vocations from the secondary school.]

The principal and secondary groups offered may be selected from the following: (1) Greek, (2) Latin, (3) Modern Languages other than English, (4) History, Civics, Economics, and Commercial Law, (5) Mathematics, (6) Physics, Chemistry, Botany, Zoölogy, General Science, General Biology, Physiology, Physiography, Commercial Geography, Geology, Astronomy. To form a language group the units must be all in one language. In other groups any combination of subjects may be made. Credit is not given for less than 1 unit each in Algebra, Plane Geometry, Physics, Chemistry, or a language. Less than $\frac{1}{2}$ unit in any subject is not accepted.

A summary of these admission requirements would run as follows:

- 3 units of English.
- 3 (or more) units in a single group, 1-6.
- 2 (or more) units in another single group, 1-6.
- 2 (or less) units in subjects selected from any of the groups, 1-6. (Total, 10 units in English and groups 1-6.)
- 5 units selected from any subjects accepted by an approved school for its diploma.

- II. Practice or contact work (to be arranged for individually).
- III. The graduation thesis showing sufficient grasp and power to justify its publication. Work on this thesis should occupy part of the student's time in his last two years in college.
- IV. The following minimum requirements¹ in the various functional fields. These requirements are stated in terms of attainments rather than in terms of years spent in the subject, and *the following statements will be understood to set forth a minimum standard of attainments*. The word "course" as used below represents three hours' work for a semester.

¹ See note, p. 140.

- A. *The manager's relationship to his physical environment.* This involves a survey of this field as set forth in the descriptions [omitted] of courses A and B (Economic and Commercial Geography, and Geography of North America). This material should be presented with a degree of maturity comparable to that of courses now given in the Freshman year of a standard college.

NOTE: A secondary school in which the junior-senior high school reorganization has involved a reorganization of content material rather than merely of administrative responsibility should be able to cover this work.

- B. *The manager's relationship to technology.* This would include as a minimum requirement:

1. Physics through Mechanics (three courses) with a degree of maturity comparable to that of courses in the Senior year of the present four-year high school, or Freshman year of a standard college.

NOTE: This material may appropriately be presented in a reorganized junior-senior high school.

2. Some other science to the extent of one unit or two courses.

NOTE: This material may appropriately be presented in the present four-year high school.

3. The manager's administration of technology, covering the fields set forth in the description of course C [omitted] (Factory Management), and presented with a degree of maturity comparable to courses in the Junior or Senior year of the present college course.

- C. *The manager's relationship to finance.*

1. A survey of the financial organization of society covering the fields set forth in the description of course D [omitted] (The Financial Organization of Society), and presented with a degree of maturity comparable to that of courses in the Sophomore year in a standard college.

NOTE: This material might ultimately be presented in the final year of the reorganized junior-senior high school.

2. A survey of the manager's administration of finance covering the fields set forth in the description of course E [omitted] (The Manager's Administration of Finance), and presented with a degree of maturity comparable to that of courses in the Sophomore or Junior year of a standard college.

D. *The manager's relationship to the market.*

1. A survey of market structure and market functions in modern industrial society covering the field set forth in the description of course F [omitted] (Market Functions and Market Structure), and presented with a degree of maturity comparable to that of courses in the Sophomore or Junior year in a standard college.

NOTE: This material might ultimately be presented in the final year of a reorganized junior-senior high school.

2. A survey of the manager's administration of the market covering the fields set forth in the description of course G [omitted] (The Manager's Administration of the Market), and of course H [omitted] (Traffic and Transportation), and presented with a degree of maturity comparable to that of courses in the Sophomore or Junior year in college.

E. *The manager's relation to risk and risk-bearing.*

1. A survey of the speculative character of modern society and the problems connected with the manager's assumption of risks covering the fields set forth in the description of course I [omitted] (Risk and Risk-Bearing), and presented with a degree of maturity comparable to that of courses in the Junior year in college.

F. *The manager's relationship to personnel.*

1. A survey of the position of the worker in modern industrial society covering the fields set forth in the description of course J [omitted] (Labor Conditions and Problems), and presented with a degree of

maturity comparable to that of courses in the Sophomore year in college.

NOTE: This material might appropriately be presented in the final year of a reorganized junior-senior high school.

2. A survey of the manager's administration of personnel covering the field set forth in the description of course K [omitted] (The Manager's Administration of Labor), and presented with a degree of maturity comparable to that of courses in the Junior year in college.

G. *The manager's relation to his social environment.*

1. A survey of American history covering one unit or two courses.
2. A survey of the historical development of our socio-economic institutions covering the fields set forth in:
 - a) The description of course L [omitted] (The Content and Spread of Western Civilization), and presented with a degree of maturity comparable to that of courses in the Sophomore year in college.
 - b) A survey of the economic history of the United States covering the field set forth in the description of course M [omitted] (The Economic History of the United States), and presented with a degree of maturity comparable to that of courses in the Sophomore year in college.
 - c) A survey of the changing philosophical outlook covering the fields set forth in the description of course N [omitted] (Social and Political Philosophy), and presented with a degree of maturity comparable to that of courses in the Senior year in a standard college.

NOTE: Of this material, the two historical courses may appropriately be given in a reorganized junior-senior high school.

3. A survey of our socio-economic institutional life covering the fields set forth in the description of courses O [omitted] (Industrial Society) and P [omitted] (Value and Distribution in Modern Industrial Society), and

presented with a degree of maturity comparable to that of courses in the Freshman or Sophomore year of a standard college.

NOTE: This material may appropriately be presented in a reorganized junior-senior high school. The material on industrial society may even be presented in the Senior year of the present four-year high-school course.

4. The field of social control as covered in the following courses:

a) A survey of social control of business activity as set forth in the description of course Q [omitted] (Social Control of Business Activity), and presented with a degree of maturity comparable to that of courses in the Sophomore year of a standard college.

b) A survey of the relation of government to business activity as set forth in the description of course R [omitted] (The Relation of Government to Business Activity), and presented with a degree of maturity comparable to that of courses in the Sophomore year of a standard college.

NOTE: This material may appropriately be covered in a reorganized junior-senior high school.

c) A survey of business law covering the fields set forth in the descriptions of courses S, T, and U [omitted] (Business Law), and presented with a degree of maturity comparable to that of courses in the Junior and Senior years of a standard college.

H. *The manager's relationship to control or organization and administration.*

1. Communicating aids of administration:

a) English. Three units of high-school work, and in addition, work in English composition covering the fields set forth in the descriptions of course V [omitted] (Freshman Composition), course W

[omitted] (Sophomore Composition), and course X [omitted] (Business Communication).

NOTE: Course V is today occasionally covered in a standard four-year high school. Courses W and X could appropriately be covered in a reorganized junior-senior high school.

- b) Foreign language. A minimum of two units in high school or four courses in college is required.
 - c) Shorthand and typewriting (required only in case of secretarial students.)
2. Measuring aids of administration:
- a) Mathematics. Two units in high school or four courses in college are required.
 - b) Accounting, covering the fields set forth in the descriptions of courses Y, Z, and AA [omitted] (General Survey of Accounting), and presented with a degree of maturity comparable to that of courses in the Sophomore year in college.

NOTE: Course Y might appropriately be given in the final year of the present four-year high school. Courses Z and AA might appropriately be given in a reorganized junior-senior high school.

- c) Statistics covering the fields set forth in the description of course BB [omitted] (Statistical Theory and Method), and presented with a degree of maturity comparable to that of courses in the Sophomore or Junior year in college.

NOTE: This material might appropriately be presented in the final year of a reorganized junior-senior high school.

- d) Psychology covering the fields set forth in the descriptions of courses CC [omitted] (Introductory Psychology) and DD [omitted] (Psychology of Business Procedure), and presented with a degree of maturity comparable to that of courses in the Sophomore year in a standard college.

NOTE: This material may appropriately be presented in the final year of the reorganized junior-senior high school.

3. A survey of the policies and practices of organization and administration covering the fields set forth in the description of course EE [omitted] (Business Management), and presented with a degree of maturity comparable to that of courses in the Freshman year of a standard college; and also covering the fields set forth in the description of course FF [omitted] (Business Policies), and presented with a degree of maturity comparable to that of courses in the Senior year of a standard college.

NOTE: The material in course EE may appropriately be presented in the present four-year high-school course.

- V. A concentration group in which the student may choose either of the following groups:
 - A. Three additional courses in each of two functional fields.
 - B. Three additional courses in one functional field and three courses in special fields of business activity, such as bank management, foreign trade, commercial secretaryships, purchasing and sales management, printing, lumbering, etc.

It is perhaps worth repeating that the foregoing is a statement of minimum requirements. It does not consider the problem of appropriate additions to this minimum, either in the form of collegiate or of graduate work.

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DISCUSSION BY C. O. RUGGLES

Any plan of reorganization of the lower grades of secondary education is much to be desired which will give more and better training to many who now leave the secondary-school system as soon as they can be legally employed. Moreover, reorganization of the secondary schools in the upper grades is much needed in order to encourage many to remain in school longer who now drop out much too early.

It is very evident that the curricula of business education have not kept pace with our modern industrial and commercial organization. Dean Marshall's excellent paper shows concretely what the shortcomings of both